

**AN ANALYSIS OF THE ABILITY IN USING ENGLISH
SUPRASEGMENTAL BY THE FIFTH SEMESTER STUDENTS
AT ENGLISH LANGUAGE EDUCATION OF FKIP UIR**

A THESIS

*Intended to Fulfill One of Requirements for the Award of Sarjana Degree in
English Language Teaching and Education*



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PEKANBARU
2021**

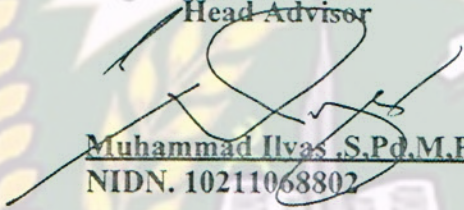
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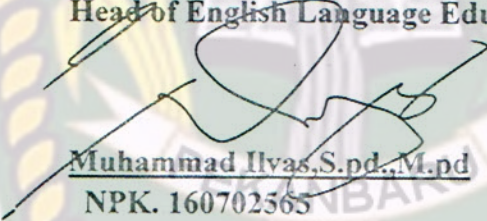
“An Analysis of the Ability in Using English Suprasegmental by the Fifth Semester Students at English Language Education of FKIP UIR”

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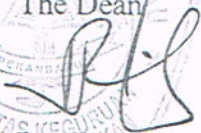

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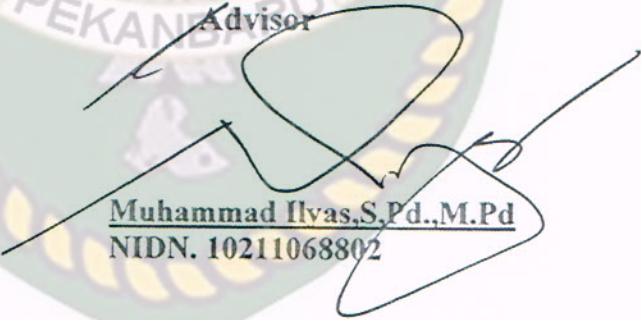
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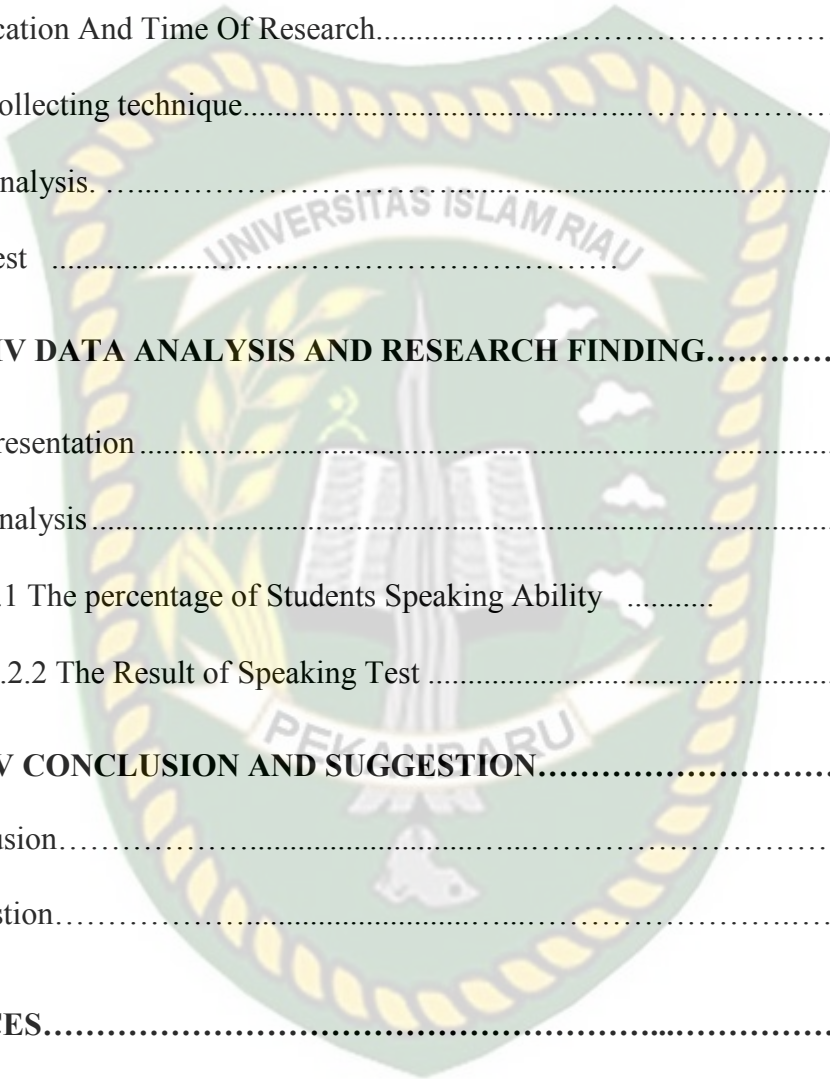
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DECLARATION

The undersigned researcher:

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I hereby declare this thesis is definitely from my own ideas, except the quotations (directly and indirectly) which were taken from various sources and mentioned scientifically. The researcher is responsible for the date and fact provided in this thesis

Pekanbaru, Januari 2021

The researcher

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ABSTRACT

“An Analysis of the Ability in Using English Suprasegmental by the Fifth Semester Students at English Language Education of FKIP UIR”

The research aimed to find out the level of students speaking ability, specifically for intonation,rhythm,stress. The research conducted by using descriptive research . The subject of the research was fifth semester students of English Department FKIP UIR Academic year 2020/2021.The subject consisted of 20 students .

The object of the research was to analyze students speaking ability. The data were collected true qualitative data. The data gained by analyzing and interview. Based on the research finding the research show that speaking ability of fifth semester students is in good level with mean score 2,95 .

these mean score come after calculated the mean score of three aspects, intonation,rhythm,stress.The mean score of intonation is 2.65, the mean score of stress is 2.75, the mean score of rhythm is 2.75. By seeing the fact it can be conclude that the speaking ability of the students is in good level beside,from the research of the text it also can be showed that students still make some mistakes because they speake in haste and make their intonation,rhythm,stress being unclearly in some moments.

Keywords: *Speaking ability,suprasegmental,intonation,rhythm,stress*

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Alhamdulillah rabil ‘alamin, the researcher expresses highest gratitude to Allah subhanahu wa ta’ala for blessing, love, opportunity, health, and mercy to complete this undergraduate thesis. This undergraduate thesis entitled “**AN ANALYSIS OF ABILITY IN USING ENGLISH SUPRASEGMENTAL BY THE FIFTH SEMESTER STUDENTS AT ENGLISH LANGUAGE EDUCATION OF FKIP UIR**” is submitted as the final requirement in accomplishing undergraduate degree at **Teacher Training and Education of University Islamic Of Riau**

In arranging this thesis, a lot of people have provided motivation, advice, and support for the researcher. In this valuable chance, the researcher intended to express gratitude and appreciation to all of them. First, the researcher’s deepest appreciation goes to beloved parents, for the endless love, pray, and support, for the phone call every time in order to remind me to keep going and never giving up, for all beloved friends for support me .

Also this thesis would not have been possible without the help, support and patience of my advisor, Muhammad Ilyas.S.Pd, M.Pd for his supervision, advice, and guidance I gratefully thank to the principal of the students fifth semester English Language Department of FKIP UIR , for allowing me to conduct the research there.

Finally, I would like to thank everybody who was important to the successful realization of this undergraduate thesis. This undergraduate thesis is far from perfect, but it is expected that it will be useful not only for the researcher, but also for the readers. For this reason, constructive thoughtfull suggestion and critics are welcomed.

Pekanbaru, August 2020

The Researcher

CHAPTER 1

INTRODUCTION

1.1 Background of the Problem

English is one of the languages that are used widely in the world. People use it to communicate with other people from many parts of the world. English becomes a compulsory subject in school. Brumfit (2001:35) "English is an international language that it is the most widespread medium of international communication. As an international language, English is used as a means of communication between nations that have different languages". One of the objectives of this policy is enabling the students to access knowledge through English. Based on the content standard of teaching English which is issued by *Badan Standar Nasional Pendidikan (BSNP)*, English teaching in Indonesia aimed to help students to achieve communicative competence (BNSP, 2006).

By having communicative competence, the Indonesian students have to be able to communicate using English with other people. The English teaching is intended to develop students' communicative competence which emphasizes listening, listening is the ability to accurately receive and interpret messages in the communication process. Listening is key to all effective communication. Without the ability to listen effectively, messages are easily misunderstood. Writing skills are an important part of communication. Good writing skills allow you to communicate your message with clarity and ease to a far larger audience than

through face-to-face or telephone conversations, reading is the ability to process text, understand the purpose of the text and integrate with what the reader knows. The ability of individuals to understand texts is influenced by their abilities and ability to process information and speaking skills .in this study of the 4 skills that exist I will research about speaking skills

Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. The use of English for speaking is not a simple process at all because the speaker should also master several important elements, such as pronunciation, grammar, vocabulary, fluency, and comprehension. Brown (2001: 270) states that there are some features that make speaking a difficult language skill. They cover clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, intonation of English and interaction. sometimes students when speaking English have not been able to put intonation, stress, rhythm in accordance with the context of reading. Speaking skills have several components, one of the component speaking skills is pronunciation. Pronunciation is the way in which a word or a language is spoken. This may refer to generally agreed-upon sequences of sounds used in speaking a given word or language in a specific dialect ("correct pronunciation"), or simply the way a particular individual speaks a word or language. in the sense of pronunciation has been mentioned that the pronunciation of the correct word. in the correct pronunciation and use of the word contained in suprasegmental English material

Suprasegmental Elements ,are phonemes that form the sound that is obtained as a result of segmentation of the current speech. A soundtrack continuous alternated with a slight pause short, with heavy attention soft sound, high and low sound, and so on. Suprasegmental sounds are sounds that accompany segmental sounds. With several elements attached to them. These elements are as follows , stress, duration , pitch, pause, accent, intonation, rhythm.

1.2 Identification of Problem

Based on phenomena speaking skills has been taught to all students of English study program of Universitas Islam Riau since first semester . In fact the researcher found that there are some problems that faced by the students in the learning of speaking or in speaking activities. Most of them have a problem in putting the stress, intonation, and rhythm

By seeing those fact and phenomena , the researcher decided conduct a research with entitled An analysis of english suprasegmental used by the fifth semester students at english language education of FKIP UIR.

1.3 Focuses of the Problem

This research concerned on analyzing the problems of students in speaking that are sometimes not in accordance with the intonation, stress, rhythm accordingly with the correct reading context. in this study the researchers focused on fifth semester students who had entered the phonetic phonology subject.

1.4 Research Question

In his problem, examine how the students' ability in stress, intonation, and rhythm on the fifth semester students of English Language Faculty of Universitas Islam Riau ?

1.5 Objective of Research

Based on the problems that exist the purpose of this study is to improve the ability to speak correctly according to the context of English suprasegmental namely : intonation, stress and rhythm on the fourth semester students of English Department FKIP University Islamic of Riau.

1.6 Significant of the Problems

- For lecturer

Lecturers can more easily understand students' mistakes in speaking, be it on stress, intonation, or rhythm. so students can improve their reading or speaking better

- For the students

students can further improve speaking skills in accordance with the correct contextual English suprasegmental and be able to understand how to speak with the correct intonation, stress and rhythm.

1.7 Definition of the Key Terms

To avoid misunderstanding about the meaning of the terms in this paper, the writer first of all explains the term used in this research :

1. Analysis : According to Spradley (in Sugiyono, 2014: 89) said that the analysis is an activity to look for a pattern other than that an analysis is a way of thinking that talks about something to determine parts, relationships between parts and choose with Whole. Analysis is an attempt to parse a problem or The focus of the study becomes the parts (decomposition) so that the arrangement / order the shape of something that is parsed is clearly visible and can be done more clearly captured meaning or more clearly understood the case sitting (Satori and Komariyah, 2014: 200).

2. English Suprasegmental :

According to Longman Dictionary of Applied Linguistic (Richard, Platt, and Weber, 1985, p.281), suprasegmentals are units which extend over more than one sound in an utterance such as stress and tone. Similarly, Ladefoged (2006) explains that suprasegmental features are aspects of speech that involve more than single consonants or vowels. The principal suprasegmental features are stress, length, tone, and intonation. Clark, Yallop and Fletcher (2007) inform that suprasegmentals can be referred as prosodic features or nonsegmental features. They are features of spoken language such as pitch, rhythm, and tempo which are not easily identified as discrete segments. Fromkin, Rodman, and Hyams (2007) indicate that prosodic or suprasegmental features are over and above the segmental value since the word “supra” means above or beyond.

Therefore, suprasegmentals are units which govern more than one sound in an utterance. They cannot occur by themselves but they extend over the segments in words, phrases, and sentences.



CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 The Nature of Speaking

There are many definitions of speaking that have been proposed by some experts in language learning. Speaking is one of the four language skills taught in the teaching of English. People speak in order to express their idea, their feeling or respond to the other's talk. When the others can understand what has been talked, it means that the speaker gets the meaning across. Thornbury (2005: 20) mentions that speaking is an interactive real time activity to express meaning to interact with others that unplanned and just continues based on situations. However, the teacher must notice that in EFL context the students seldom try to produce their foreign language because they aware about the gaps in their knowledge.

A speaker requires attention to precise details of the language. She/he needs to find the most appropriate words and the correct grammar to convey meaning accurately and precisely and also need to organize the discourse, so that a listener will understand. In addition, Brown (2001) writes that when someone can speak a language it means that he/she can carry on a conversation reasonably competently. According to Thornbury (2005), speaking is an interactive skill that requires the ability to have cooperation with the other aspects of language. Speaking skill needs to be developed and practiced independently from the other aspects of language, such as grammar and listening.

Speaking is one of important aspects that should be mastered by the students in learning language. Through speaking, the students can express their idea, feeling, and opinion by producing sounds or utterances. It makes them able to communicate and interact with the society by using the language. According to Bygate (2001:16), speaking is physically situated face to interaction: usually speakers can see each other and so can refer to the physical context and use a number of physical signals to indicate, for instance, attention to the interaction, their interaction to contribute and their attitude towards what is being said.

2.1.1 Speaking ability

Speaking is the ability to express oneself in a real life situation or report something in precise words to express a particular idea fluently. It deals with some pronounced words to deliver the meaning to other speaker. Richards and Renandya (2002: 204) state that effective oral *berbicara* requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. Then, fluency means the ability to keep going when speaking spontaneously. However, it does not mean that the speaker speaks so fast because sometimes pausing is important. He states that pause is an aspect of fluency which may be long but not frequent. Moreover, when speaking fluently, speakers should be able to get the message across with whatever resources and abilities they have got and regardless of any grammatical and other mistakes.

2.1.2 Aspects of speaking skills

In teaching speaking , there are some aspects which considered by teacher. Brown (2001: 268-269) proposes four aspects of speaking skills . There are fluency, accuracy ,pronunciation and vocabulary .

1. Fluency

Speaker can be said as fluent speaker if he/she can use the language quickly and confidently ,with few hesitation or unnatural pause ,false starts ,word searches ,etc (Nunan , 2003:55) .Speaker needs to know where she/he has to pause and stop his/her speaking in appropriate place. Furthermore , it can be said to speak fluently if a speaker does not produce word by word at a time in his /her speaking.

2. Pronunciation

Pronunciation is very important in speaking if we do not appropriate pronunciation it can influence meaning of word.pronunciation is a basic quality of language learning especially in speaking ability. It concerns the way we say, articulate, assimilate,intiation and stress word. Having poor pronunciation skill can obscure communication and prevent us for making meaningful utterances. Hamer (2007) states that pronunciation teaching is not only making the students are able differentiate sounds and sound feutures, but also improving their speaking ability immeasurably such as to concentrate on sound and be aware of using stress when producing sound.

3. Grammar

Grammar is very important in speaking accuracy. According to Nunan (2003:154) grammar usually can be thought as a set of rules specifying the

correct pattern of words at sentence level. If our conversation is full of grammatical mistakes, your ideas will not get across so easily. Studying grammar rules will certainly help students speak more accurately.

Mastering grammar knowledge will help in speaking English, because it will make us know how to arrange the words being good sentences, what tense will be used, how to use appropriate utterance. So, grammar is an important role to master the spoken language.

4. Vocabulary

Mastering vocabulary is the first step to speaking English. If we do not master vocabulary, we cannot utter what is our purpose. So, we need to have many vocabularies. In addition, Harmer (2007) says that if the students have more vocabularies or at least 1000 words, they can communicate fluently. They do not take a long time in expressing what they are going to say because they know the words that describe their ideas.

2.1.3 Problems in Speaking Skill

The learners have their own difficulties in learning the language . particularly in improving speaking skill is not easy for the students. The following are the problems of speaking skill, Munjayanah (2004:17):

1. Inhabitation

Unlike reading , writing or listening activities , spaking requires some degree of real-time exposure to an audience . learners are often inhabited about trying to say thing in foreign language in the classroom: worried about mistakes or simply shy of the attention that their speech attract .

2. Nothing to say

Even they are not inhibited , you often hear learners complain that they cannot think of anything to say : they no motive to express themselves beyond the guilty feeling that they should be speaking

3. Low or uneven participation.

Only one participant can talk at a time if he/she is to be heard and in large group this means the each one will have only little talking time . This problem is compounded of some laerners to dominate ,while others speaks very little or not at all.

4. Mother tongue use

It is easier for the student to use their mother tongue in their class because it looks naturally .

2.2 Definition of English Suprasegmental

Suprasegmental phonemes (Suprasegmental mentality Phoneme) In learning English, mastery for segmental phonemes alone is not enough. Well teachers and students as language learners must also pay attention to the suprasegmental phoneme, which is stress (word pressure), intonation (sentence song), juncture (pause), and rhythm (rhythm). Phonemes are related to meaning. Stress and intonation in English are part of suprasegmental features. Clark, Yallop and Fletcher (2007) inform that suprasegmentals can be referred as prosodic features or nonsegmental features. They are features of spoken language such as pitch, rhythm, and tempo which are not easily identified as discrete segments. According to Longman Dictionary of Applied Linguistic (Richard, Platt, and Weber, 1985, p.281), suprasegmentals are units which extend over more than one sound in an utterance such as stress and tone. Stress is the emphasis on a particular syllable in one word. Every word that has two or more syllables always has stress when reading it in one of its syllables.

Not only in words is stress but also in sentences. It would sound strange if in one sentence there is no stress in one or several words in it. Because the stress on certain words in a sentence can make others more easily understand what is being said

from various types of English suprasegmental. in this study only 3 types will be elaborated and will be examined in the fourth semester students of the English Department of FKIP UIR, namely the stress, rhythm and intonation.

a. Stress

Stress is the first vocal feature we will deal with. Speakers must stress certain syllables in words : otherwise the words would be misunderstood or sound strange . for example ,improperly placed stress when pronouncing invalid . stress can also change the meaning of the sentence. “ i saw a movie” is different from “ i saw a **movie** “. “ **He** won’t go “ implies a meaning different from “ He won’t **go**”. In English ,proper use of stress enables you to clearly understand the difference between such words as the noun present (a gift) and the verb present (to introduce : to offer) .according to Avery and Ehrlich (2008:163), “Stress is one that is more prominent than the surrounding syllables”. It is generally agreed that stress (or prominence) may be marked by three variables: length, pitch, and loudness. Based on the explanation above, the writer concludes that Stress is the first vocal feature we will deal with. Speakers must stress certain syllables in words, otherwise the words would be misunderstood or sound strange.

b. Ryhme

Is the second feature we will present . Rythm is created by the strong stresses or beats in a sentence. In many languages , the Rhtym is syllable timed . This means that all vowel in all syllebles are pronounced almost equally. Syllables are rarely lost or reduced as they are in english. For example , a three word phrase in your language is not likely to become two words . in english “ ham and eggs “ is squeezed into two words , “ ham’n eggs”.

According to Dale and Poms (2005:83), “Rhythm is the created by the strong stresses or beats in a sentence. In many language, the rhythm is syllables timed.” It means that rhythm is the strong stresses or beats in a sentence. Means that all vowels in a syllables are pronounced almost equally. Syllables are rarely lost or reduced as they are in English.

This reduction results because english has a stress-timed rhythm. This means that its rhythm is determined by the number of stresses , not by the numbeyouyr of syllables. English speakers slow down and emphasize heavily stressed words or syllables. They speed up and reduce unstressed ones. For example, the five-word pharse “ i will see you tomorrow” may become “ I’ll seeya t’morrow.”

c. Intonation

Intonation is the responsible for the melody of the language. Speakers frequently depend more on the intonation patterns to convey their meaning than on the pronunciation of the individuals vowels and consonants. According to Dale and Poms (2005:83), “Intonation is the final vocal feature you will learn about, intonation patterns involve pitch and are responsible for the melody of the language.”

2.2.1 English Segmental

Segmenttal is the individual sounds (phonemes) of a language , the vowels nd consonants. Phoneme is distinctive sounds of language .The sounds that native speaker considers to be separated sounds. Changes from one phoneme to

other phoneme causes a change in meaning . Every language has its own set of phonemes.

2.2.2 American Style

There are three main american dialects , such as New England (Eastern type), Southern dialects and common (General) American dialects which is use the others parts of the country. Because the variety of American English is based on the words from these dialects , it is true that these dialects are differing grammatically,phonetically and lexically from one another.

General American dialect

This dialect is characterized according to the following specifics:

1. The letter “a” is pronounced as [æ], e.g., [fæst]
2. The rounded “o” is pronounced as unrounded [ʌ] as in hot [hʌt].

General American dialect is mainly spoken in New-York and Southern New-York . For example , in Philadelphia;

2.3 Relevant Studies

Suprasegmental is a term used in phonetics and phonology to refer to a vocal effect which extends over more than one sound segment in an utterance, such as intonation, stress or juncture pattern. Therefore, the specific features that are superimposed on the utterance of the are known as suprasegmental features (Richards, Platt & Platt, 1992; Ladefoged 2006; Crystal 2008). The word “supra” means above or beyond the segmental value. It refers to properties of an utterance that apply to groups of segments, rather than to individual segments.

Verhaar (2010) explains that the suprasegmental sounds include intonation, tone, accent and pressure. In fact, phonetic description of suprasegmental sounds is only the basis for phonemic description. But in many ways the phonetic and phonemic aspects are not easily distinguished.

According to Cruttenden (2008), the term “stress” refers to accent and prominence which agree that loudness in accented syllable is produced by greater breath effort and muscular energy of vocal fold. Thus, the sound of the syllable produced is louder than others syllable. At a word level, there is always a syllable which is more prominent syllable than the others. Verb, adjective, and noun are the usually stressed. The stressed rarely falls on grammatical words such as on, of, this, that, the, and more. but it does not mean they could not be stressed. Those grammatical words could be stressed to make a special attention to it or to emphasize it.

2.4 Conceptual Framework

In Indonesia English has been learned and used as one of foreign language. By the fact that English is International Language, it being a must for people in Indonesia to be able to speak English clearly and with those reason, English become the foreign Language that mostly use in Indonesia. Further, people in Indonesia use *Bahasa* as the first Language and it has its own structure, include the way it pronounce.

The differences of structure made the speakers of learners that want to mastered English as their foreign language should face the transfer of the

Language structure, this transfer can give a positive effect in the process of learning, but it also has bad or negative effect. It called by negative transfer.

Actually , in pronunciation of English there are two features that can be discussed . Segmental featuresd discuss about the phonological and phonem. Suprasegmental fatures discuss about linking , intonation, stress. The researcher going to focus on the problem that happen in suprasegmental features , specifically on the discussion of intonation, stress and rhythm.

Based on the observation , the researcher found that there are some error made by the fifth semester students of English Study Program FKIP UIR on their English pronunciation. The error happen in putting the stress, intnation and rhythm of their speaking.

2.5 Assumption

In this study, researchers assume that there are still many students who do not understand the stress, intonation and rhythm while speaking. sometimes there are still many when speaking meaning that is mentioned not up to the listener because there is no emphasis, intonation and the right rhythm.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

In conducting research, we need research design. Research design refers to the strategy to integrate the different components of research projects in cohesive and coherence way. Some experts have different opinion about what is mean by research design. According to Creswell (2009:3).research design is plans and the procedures for research to detailed methods of data collection and analysis.

In this study, researchers would make words or sentences in four papers. to papers containing sentences that have not been marked which parts are the stress, intonation, and rhythm, the next two papers the researcher made the same sentence from the two previous papers but already marked parts of the sentence that have stress, intonation and rhythm. At the time of research, researchers would give a paper that has not been marked which part there is stress, intonation and rhythm on the target of research that is the fourth semester students who have studied phonetic phonology courses. when the students are ready to become research materials, researchers would start recording using a smartphone. After a recording of about thirty to forty students has been collected, the researcher would begin to check the students' speaking errors according to the paper that has been marked with the correct stress , intonation and rhythm.

3.2 Source Data

Data is raw material that needs to be processed to produce the information, both qualitative and quantitative data that show the facts. On the other side, data is material information about the object of study something. The data can be found by observation, interview, documentation, etc.

In this study, researchers used records as a source of data. Thus the research data that is owned by the researcher is the recording of students mentioning or reading sentences that the researcher has prepared in the form of paper that has sentences already prepared by the researcher. When students read the sentences that have been prepared by the researcher, at that time the researcher recording students while reading.

3.2.1 Location and Time of the Research

The location of the research is at English Language Education FKIP Universitas Islam Riau on Jl.Kaharudin Nasution , Pekanbaru ,Riau. The researchers choose this location because English Departmen of Universitas Islam Riau have Pronunciation and Phonetic Phonology subject. The time of the research is on November 2020 until januari 2021

3.2.2 Participant

The participant of this research was the fourth semester student untill six semester students of the English Department at Universitas Islam Riau .The researcher took the fourth semester students to be respondece because the fourth

semester students were taken pronunciation subject and English Phonology. The researcher determined the subject of research randomly and only 30-35 students

3.3 Data Collecting Technique

Method of data is the techniques are used by researcher to collect data. Technique can be seen use recording. According to Sudaryanto (2011: 53) Discussion regarding research methods is closely related to techniques and instruments research. The method is the way that must be implemented, the technique is the way implement the method while the instrument is the tool it uses. in this case the study of researchers using the method of recording, the recording is meant to get the data from students, including other relevant data such as journals and books whose material is concerned with the title of the researcher is English suprasegmental who examines the accuracy in speaking English in stress, intonation and rhythm.

Students read sentences from researchers that have been provided. before students read the sentences that have been provided, the researcher first explains the instructions that will be carried out by students. example "when reading students must be able to place the right stress, intonation and rhythm on the reading in accordance with the research objectives"

1. Documentation

A valuable source of information in qualitative research can be documentation. Sugiyono (2008: 240) stated that documentation can be written and picture by someone that can be used to obtain information. In conducting documentation method, the researcher can provide Paper, books, documents, etc.

The function of documentation method is to make credible the result of observation or interview. In this research, the documentation guide is subjects' grade transcript.

3.4 Data Analysis

Is the review process, sorting, and grouping data in order to formulate working hypotheses and lifted it into conclusion or theories in the research findings, (Bakri, 2003: 162). To gain easiness of this study and to answer the research problem, after the data have been collected, then the writer analyzed them systematically. In order to make it systematic, the writer conducted the analysis through some steps as follow:

1. Read and understand every sentence or text that is made for research material.
2. Researching and finding errors when talking to the research target of fourth semester students.
3. looking for errors in talking to the target researchers through recordings that have been recorded.

And the criteria and score for the average is :

1. Verry good = 3,5 - 4
2. Good = 2,5 - 3,4
3. Okay = 1,5 - 2,4
4. Bad = 1- 1,4

Further, to calculated the score of speaking ability, the researcher used the following formula:

$$Y = \frac{x^1 + x^2 + x^3}{3}$$

3

Y = Speaking Ability

x^1 = Intonation Score

x^2 = Stress Score

x^3 = Rhythm Score

And the formula to looking for the average is used the formula as in Sudijono (2014:81):

$$Mx = \frac{\sum X}{N}$$

Mx = Mean

$\sum X$ = Total of score

N = Total of student.

3.4.1 Test

The instrument is use by the researcher in this research is the test. The researcher use oral test to analyse how students understand and how to students pronounce stress, intonation and rhythm sentence. The researcher will check their pronunciation of stress, intonation and rhythm sentence which as contain in the sentence

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

4.1 Data Presentation

In this chapter, the researcher used test to obtain the data. The test was oral test, the students must be read the sentences to pronounce stress word ,intonation word and rhythm word in English well. After getting the data, the researcher analyse it by paying attention to the rules how to pronounced stress word , intonation word and rhythm word to find out the mispronounced stress word , intonation word and rhythm word in English made by students English Language Education at FKIP Universitas Islam Riau. Checking out the data of the students especially what are the frequency of mispronounced stress word ,intonation word and rhythm word by students and what are the most dominant types mispronounced stress word , intonation word and rhythm word made by the students English Language Education.

4.2 Data Analysis

The researcher used oral test to analyse how students pronounced the word. The reseacher chacked their pronounced stess word , intonation word , rhythm word which were contained in the words.to get the score or the presentation of students suprasegmental skills in speaking specifically ,stress,intonation,rhythm. The researcher use the formula that already explained in the third chapter. The score can be seen on this following table

4.2.1 The percentage of Students Speaking Ability

Table 4.2.1 students speaking ability score

No	Initial of the students	Intonation	Stress	Rhythm	Suprasegmental ability
1	F A R	2	2,5	3	2,5
2	R B S	2	2,5	3	2,5
3	A Y	3	3,5	3	3,16
4	K F S	4	3,5	3	3,5
5	D R S	2,5	2,5	3	4
6	P	2	2,5	2	2,16
7	H	2,5	2,5	3	4
8	A	2,5	2	2	2,16
9	Y A	3	2,5	2	2,5
10	N O	2	2	2,5	2,16
11	B	3	3	3	3
12	C	3	2	2,5	2,5
13	V	2,5	3	2	2,5
14	A	3	3	2,5	2,8
15	W	3,5	2,5	2	2,6
16	R C P	3,5	3,5	3,5	3,5
17	E	4	4	4	4
18	A M	2	2,5	2,5	3,5

19	A R	3	3	3,5	3,16
20	R S	3	2,5	3	2,83
Score		2,65	2,75	2,75	2,95

Based on the table above, the score in average for students speaking ability specifically for intonation is 2,65. Further, in this range of score it can be conclude that the level of students' intonation skills still in good level. In fact, there are some students who still in bad level for intonation. There are 5 students who still in bad level. 4 students have intonation ability were at average level. 7 students have a good intonation level, and 4 students have a very good level. So the conclusion of the speaking ability, especially intonation in fifth semester students is at a good level.

Beside, for stress on students' speaking ability the average score stress is 2,75 . 4 students with their stress ability are at a bad level, 16 students have very good speaking skills with a value of 3.5 to 4. Furthermore, the rhythm on students' speaking ability in fifth semester of the 20 students the overall rhythm ability value has value of 2,75, which means that the calculated value is at a good level. Based on the table above there are still shown some students still cannot reach the good level.

According to all score of all aspects, intonation, stress, rhythm. The researcher has been calculated the score of each student to revealed their speaking ability level in score based on the rubric score the already arranged by the

researcher of the 20 students there are 17 students with a good score level and 3 students with a score of 4 at a very good level. By those data it can be concluded that speaking ability of fifth semester students at English language education FKIP UIR in average is in good level it shown from the score, 2,95 of mean of students speaking ability.

Further, although the average score of students' speaking ability still in good standard, it supposed to optimize to achieve the best quality in speaking ability. It can be reach by revealing the error or mistakes and reduce it. In this research, most of the students doing mistake because they cannot control their speed in the process of speaking. The students mostly speak in haste, and make them speak unclearly. Besides, the vocabulary mastery also affects students' speaking ability. Mostly, if the students unfamiliar or rarely met with the words and the idea of the topic itself, they are going to confuse to put the stress and how to pronounce it in appropriate intonation and rhythm. As the streng then of the explanation above the condition of each students skill has been explained by the rater it can be seen from this following table :

4.2.2 .The result of students speaking test

4.2.2 table the result of students speaking test

No	Initial of students	Result explanation
1	F A R	The intonation is not match and not straight to the pronunciation marks , the stress words is not found , the rhythm is calm . and most of pronounce is error.
2	R B S	The intonation is so lower so the listener feel so lazy to hear , there are no words stress are found ,for the rhythm is good
3	A Y	The intonation is great and suitable to the pronunciation marks , the stress words are correctly , the rhythm is good and so powerfull but there are still found some of error pronounce .
4	K F S	The intonation is great , intonation is so match to the sentence , the stress words are amazing , the rhythm is so soft and calm it make the readers easy to heard . her pronunciation is great there are just litle error.
5	D R S	The intonation is amazing and straight to the pronunciation marks , the stress words is hard to found , the rhythm is so fast but its easy to heard

		by the audiencies .
6	P	The intonation is so flat and she looks so carefull during reading this text . I can't find the ups and downs of the words. The stress word are hard to find because she read so doubt and flat. There are no rhythm are heard
7	H	Her intonation is so flat and when she stops ,but she is not pay attention to the pronunciation marks, the stress words are hard to find. The rhythm is good but the rater feel tired to hear because the way she speaks is without pay attention to the pronunciation words sign.
8	A	The intonation is amazing , but the stress words is so minim to find while the text is so many the words that should be read by good pronounciaion. The rhythm is good .
9	Y A	The intonation is good ,but she reads too fast ,so the audience can't enjoy the news.
10	N O	The intonation is great and so calm, so the listener feel enjoy while read this news . But pay attention to the word that have give the stress . about the rhythm is nice and enjoyable listened.
11	B	The intonation is good ,for the listener , the word

		stress is good and correct , the rhythm need to aprove
12	C	The intonation is good and the way she reads is so calm and carefull but the rater couldn't find the words stress because she read so fast and carefull but the prnunciation is great.
13	V	Her intonation is so down and there is no variation rhythm during her read the news although so , she can deliver her news good to listener.
14	A	The intonation she made is great but the word stress is hard to find , i like her pronunciation . she read so calm but she need to pay attention to her pronunciation mark.
15	W	The intonation is good but it too fast for the rater.
16	R C P	The intonation is still need to be improved also for the word stress , the rhythm are enough good
17	E	The rater like her pronunciation and the words stress is corectly applied.
18	A M	The intonation is so calm but still need filmry for the words stress , if her applied word stress the news looks so good to listened.
19	A R	Her intonation is so powerfull and she make all the words heard so powerfull too, the rhythm is nice

		but still need to improve more.
20	R S	Her read so fast . but the intonation is great also the word stress are correctly identified .

Based on the result explanation the students speaking ability especially intonation is a good level , in fact there are some students who still in bad level for intonation. According to all score of all aspects , intonation, stress and rhythm. The researcher has been conclude the result of each student to revealed their speaking ability level in score based on the rubric score the already arranged by the researcher of the students there are 17 students with a good level and 3 students with a very good level

Further ,although the average score of students speaking ability stillin good standard,it supposed to optimize to achive the best quality in speaking ability. It can be reach by revealing the error or mistakes andreduce it . in this research , most of the students doing mistake because they cannot control their speed in the process of speaking.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

After conducting the research at fifth semester students of English Department of FKIP UIR, it can be concluded that speaking ability of fifth semester students is in good level. Although, there are still some problem or mistake found but overall their ability can be clasified to a good level with the mean score 2.95 . It proved by the following facts that researcher found after the research.

Based on the data that already found after doing the test, the mean score of intonation is 2.65, the mean score of stress is 2.75, the mean score of rhythm is 2.75. By seeing those score, it can be seen that even though the ability of the student in speaking, specifically in putting the intonation, stress and rhythm, can reach good level in score but it is also an undeniable fact that speaking ability of the student is still not optimal and can be optimized.

Furthermore, the biggest problem that caused the student still made mistakes for those three aspects is their habitual to speak in haste. Beside, the lack of knowledge about the topic also made the student cannot put attention to the important information. As the effect, they made some mistakes for those three aspects.

5.2 Suggestion

There are some suggestions to offer to the students:

1. For the students

Student need to control their speed in speaking to avoid making mistakes in speaking specifically in giving the intonation, stress and rhythm. Student also need to improve their general knowledge to help them in giving the intonation, stress and rhythm.

2. For the next researchers

the researcher hopes the result of this research can be used as an additional reference, there will be a further research about student speaking ability specifically for intonation, stress and rhythm.

3. For the lectures

The writer would like to suggest to carry out further research from the different prespective within the same or different object of the analysis